U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12DD2

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Dr. Mario Vanheuckelom

Official School Name: Shape Elementary School
School Mailing Address: Unit 21420
Box 0005
APO, DD 09705-0005

County: DoDEA State School Code Number*: 1449

Telephone: (703) 588-3175 E-mail: Mario.Vanheuckelom@eu.dodea.edu

Fax: Web site/URL: http://www.shap-es.eu.dodea.edu/index.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Ronald McIntire Superintendent e-mail: Ronald.McIntire@eu.dodea.edu

District Name: Isles District Phone: (703) 588-3175

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Kristin Cottrill

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12DD2

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 8 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 3 High schools
   - 3 K-12 schools
   - 15 Total schools in district
2. District per-pupil expenditure: 21397

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	5	0	5		6	49	49	98
K	34	27	61		7	0	0	0
1	39	31	70		8	0	0	0
2	55	35	90		9	0	0	0
3	41	44	85		10	0	0	0
4	53	37	90		11	0	0	0
5	44	46	90		12	0	0	0
					Total in Applying School:			589

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian
9	% Black or African American
11	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
72	% White
5	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 36%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	117
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	96
(3)	Total of all transferred students [sum of rows (1) and (2)].	213
(4)	Total number of students in the school as of October 1, 2010	589
(5)	Total transferred students in row (3) divided by total students in row (4).	0.36
(6)	Amount in row (5) multiplied by 100.	36

8. Percent of English Language Learners in the school: 35%

Total number of ELL students in the school: 207

Number of non-English languages represented: 26

Specify non-English languages:

Albanian, Bosnian, Bulgarian, Croatian, Czech, Danish, Dutch, Estonian, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Macedonian, Montenegrin, Norwegian, Polish, Romanian, Russian, Slovakian, Spanish, Tagalog, Turkish, and Ukrainian

9. Percent of students eligible for free/reduced-priced meals: 13%

Total number of students who qualify: 79

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5	Autism	2	Orthopedic Impairment
0	Deafness	4	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
2	Emotional Disturbance	19	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	6	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	27	1
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	26	1
Paraprofessionals	9	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	5	1
Total number	69	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

◉ Yes

If yes, what was the year of the award? Before 2007

PART III - SUMMARY

12DD2

Supreme Headquarters Allied Powers Europe (SHAPE) is NATO's Strategic Military Headquarters. It is composed of 28 member countries and an additional 22 Partnership for Peace (PFP) nations, making it one of the most culturally unique military settings in the world. Within this vital and diverse community, SHAPE American Elementary School (SAES) exists not only to educate the children of American servicemen and women assigned here, but also to educate the children of all other NATO and PFP nations. In addition, the Department of Defense Educational Activity (DODEA) SHAPE school coordinates with 11 other nation schools on the international installation. Nearly six-hundred students are currently enrolled in the SAES, ranging from Preschool through Sixth Grade. American students make up two-thirds of the student population, while NATO and PFP nation students comprise the remaining third. This multicultural component results in SAES having the most diverse student population among the 11 nation schools on SHAPE, as well as among all schools in the DoDEA system. The staff includes 27 classroom teachers, 26 resource teachers, and 5 support personnel. In addition to DODEA standard curriculum elements, students at SAES study Belgian culture and the French language while enjoying partnership opportunities with the nations forming the NATO and PFP Alliance. A typical elementary civics lesson on communities and government will not only describe the American President and Congressmen but also elicit information about the Prime Minister, Parliament, King or Queen, or other rulers of the nations represented by the students in the classroom. The community and the location of SAES create the ability to enhance and extend the traditional classroom experience in powerful ways. Students are fundamentally positioned to be leaders in a global community at the earliest age.

SAES draws upon but also seeks to build on our uniqueness, as is evident in our vision statement: *Educate and inspire each other, every day, in every way!* Our cultural richness is integrated into all classroom experiences across the curriculum. This synthesis is exemplified by events such as a Student-led Living Museum, featuring historical figures of many nations; our involvement in NATO's World Children's Day; International Book Fairs; a mentor program involving multinational military parents and volunteers; and co-teaching lessons with international colleagues that spring from the semiannual International Educator's Day. Classrooms use guest speakers and volunteers from the many nations represented in our community, in this way further enriching the educational experience for our students.

Our learning environment includes differentiated instruction to meet the linguistic and academic needs of our multi-national student population. The school's six English Language Learner (ELL) teachers include educators or support staff from the US and other nations. In order to address individual student needs, teachers and grade level teams collect and analyze data to guide instruction. Diagnostic teaching is conducted using students' individual performance results to adjust and direct instruction. Our strengths in implementing best teaching practices, validating student personal contributions, interpreting assessment data, and peer collaboration in the classroom result in high standardized test scores.

Curriculum resources are selected to address individual learning styles and needs. This is exemplified by our school's use of Guided Reading, Boushey&Moser's Daily Five/CAFE™ and inquiry-based Science instruction. School Support Specialists focus on providing more intensive leveled interventions in a smaller setting. Six ELL teachers guide students through the English language acquisition process. Identified students of any nation participate in Gifted Education as well as Special Education Services. Specialists and classroom teachers co-teach and co-plan to meet the learning needs of students with different abilities in the most appropriate, least restrictive environment. Collaboration between specialists and classroom teachers result in a multi-faceted, differentiated curriculum. Test scores show current teaching practices are succeeding.

The school has developed Continuous School Improvement (CSI) goals to prepare students to function as responsible citizens in our global community. Targeted skills are emphasized in these CSI goals:

• *By June 2014 all students will increase reading comprehension skills as measured by the Terra Nova 3 (TN3) and other school-based assessments. The targeted skills are the ability to recall, understand, infer, compare and summarize. Seventy-five percent of students will score in the top two quarters; and less than 7% will score in the bottom quarter of the TN3.*

• *By June 2014, all students will increase knowledge and application of science inquiry skills as measured by the TN3 and other school-based assessments. Seventy-five percent of students will score in the top two quarters; and less than 7% of students will score in the bottom quarter of the TN3.*

Shared leadership and decision making by all stakeholders create high expectations for everyone involved in the school community. The implementation of our vision statement into research-based teaching practices, built upon the bedrock of our multinational community, has resulted in high academic performance, worthy of a Blue Ribbon school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. DoDEA sets high standards for academic achievement on the Terra Nova Multiple Assessments Test. Comparative data from the Isles District indicates that not only do we score higher than the national average, but our scores are either commensurate with, or above other schools in the district. The DoDEA standard for proficiency is based on quartile performance on the Terra Nova. The four quartiles are as follows: Top or 4th quartile (76th-99th percentile, above standard), 3rd quartile (51st -75th percentile, at standard), 2nd quartile (26th - 50th percentile, partially meeting standard) and lowest or 1st quartile (1st-25th percentile, below standard). The DoDEA goal is to have at least 75% of the students in the top 2 quartiles (51st -99th percentile) and less than 7% in the lowest quartile (1st – 25th percentile). SAES successfully strives toward this high standard of excellence for all of our students.

Overall, DoDEA students score substantially higher than the national average (50th percentile) on the Terra Nova. Over the past five years, the longitudinal data from the Terra Nova indicates that SAES third through sixth grade students score substantially higher than the national average in all subject areas. Our most notable accomplishment has been a significant decline in the percentage of students scoring in the bottom quartile of the Terra Nova.

Our transient student population represents 30 nations, and approximately one-third of the student population at SAES is comprised of international students. The majority of the international population consists of limited English and non-English speaking students. These students perform admirably on our district alternative assessment in lieu of the Terra Nova. ELL proficiency level 1 and 2 students take the Terra Nova Survey Plus Math Computation Test, as well as the Idea Proficiency Test (IPT). ELL level 3 and 4 students are able to meet school academic requirements and take the Terra Nova. Our international students are among the best and the brightest. They excel in our ELL program and are quickly prepared to perform proficiently on our system-wide Terra Nova assessment.

B. The student population at SAES has a high rate of mobility. On average, students move every two to three years to and from military installations as well as their home countries. Unexplained anomalies in scores from year to year may be the outcome of this transience as well as varying abilities of our international population.

Our data charts depict student performance on the Terra Nova Multiple Assessment, Third Edition. In SY 2008-2009, the Third Edition was used for the first time, making comparisons of recent results with those previous to 2008 invalid.

Grade 3

• Math score trends for 2009-2011 illustrate a steady gain in Overall Proficiency (2009, 63%; 2010, 66%; 2011, 79%).
• The African-American subgroup made impressive gains in Math (2010, 20%; 2011, 54%) and Reading (2010, 20%; 2011, 62%) in Overall Proficiency.
• Reading scores for 2011(76%) were up from 2009 (71%); however, scores in 2010 (64%) went down. This drop in scores in 2010 may be explained by an increase in parent deployments that year as well as the Terra Nova test being administered over a three day period, as opposed to the two week period that is now standard for our school.

Grade 4

• Strong gains are seen in Math from 2010 (67%) to 2011 (82%). The Socio-economic Disadvantaged subgroup shows significant gains in achievement from 2010 (53%) to 2011 (86%).
• The percentage of students in the top quartile remained relatively consistent from 2009-2011 (2009, 34%; 2010, 31%; 2011, 35%).
• The percentage of students scoring in the bottom quartile for 2011 was 4.9%: better than the ≤7% DoDEA standard.

Grade 5

• Math scores show a steady upward trend in the percentage of students in the top quartile (2009, 43%; 2010, 52%, 2011, 64%).
• There is a notable increase in the ELL student scores in Overall Proficiency from 2010 (60%) to 2011 (71%).
• Reading scores show a steady increase in Overall Proficiency (2009, 66%; 2010, 70%; 2011, 82%).
• ELL student (2009, 36%; 2010, 50%; 2011, 71%) and Socio-Economic Disadvantaged student scores (2009, 54%; 2010, 71%: 2011, 71%) also depict a steady increase from 2009 to 2011.

Grade 6

• Math scores increase between 2010 (66%) and 2011 (77%). The percentage of students in the 4th quartile also increased.
• The Socio-Economic Disadvantaged student subgroup exhibit strong performance with 50% of the students scoring in the 4th quartile as compared to all students. Scores overall show 53% of students scoring in this top quartile.
• Reading scores show a decrease from 2009 to 2011; however, the scores are still above the DoDEA standard of 75% (2009, 89%; 2010, 86%, 2011, 80%).

After analyzing Terra Nova Reading Scores, all grades and content areas met the DoDEA standard of 75% of all students scoring in the top 2 quartiles except Grade 4 Reading scores. Especially notable were the significant gains of the Socio-economic Disadvantaged subgroup in Grade 4. All grades and content areas have impressive proportions of scores in the top quartile, notably in the grade 4-6 Math scores.

Student scores in the 2nd and bottom quartiles were analyzed over a three year timeframe to identify trends. Teachers use triangulation to cross-check disaggregated data on students to map out the needs of each individual. Students identified as not meeting the performance targets receive supplemental services through small group instruction, which is helping to reduce the sub-group achievement gap.

Our strong performance over the last three years as measured on the Terra Nova is remarkable given the high mobility rate and diverse student population. Our gains are the direct result of having highly qualified teachers using research-proven best practices and data analysis to effectively drive instructional decisions toward improving student achievement.

2. Using Assessment Results:

SAES makes a systematic effort to use data to drive instruction in the classroom in order to meet the needs of all students. The system-wide Terra Nova and local assessments are used to monitor student progress. These results allow teachers to determine student strengths and weaknesses to facilitate a specific, tailored, instructional program in the classroom. Data results are discussed at staff meetings, and teachers at the relevant grade levels receive the specific data for the students they teach.

In addition to standardized testing, other formative achievement data is used to drive instruction. Using more than one source of data to make decisions allows us to see each individual student's full range of abilities. With the triangulation of data collected from the Scholastic Reading Inventory (SRI), Developmental Reading Assessment (DRA), Benchmark Assessment System (BAS), IXL online math site, Pearson SuccessTracker and Terra Nova, teachers obtain a complete performance picture of each student's achievement. Teachers analyze the various data results and plan the instructional needs of the students. Lessons are designed to focus on targeted skills. Data-driven targeted instruction has positively influenced student achievement, as reflected in the increase in the Terra Nova scores in 2011.

The use of rapid assessment programs, such as IXL.com and Raz-Kids provides self-assessment and immediate feedback to the student and the teacher in regards to reading and math performance. All classrooms have access to online assessment programs, thereby increasing educational accountability and providing a tool to support teachers in the differentiation of instruction.

The School Support Specialists (SSS) identify students who score below the 50th percentile on the Terra Nova and maintain comprehensive data records on these students. SSS meet with classroom teachers to discuss data on each child and provide either small group or co-instructional services for these targeted students.

Teachers target instruction for specific students based on Objective Performance Index (OPI) scores of the Terra Nova and additional formative assessments at grade level. In math, teachers use the textbook assessments to guide instruction and target specific skills for re-teaching or enrichment groups. Math Messages on the SMARTBoard provide quick-checks for material that should be reviewed, or on the other hand, it confirms that students have mastered a skill. Teachers use data results to form flexible groups for math and reading instruction, and students enter and exit these groupings as necessary. Cooperative learning groupings are implemented based on students' interests and assessed needs.

BAS, DRA, and SRI data are used to create individualized reading strategy learning plans for students. Classroom teachers collaborate with the SSS teachers to identify students requiring extra support in Reading. The lowest achieving students according to assessment data in grades 4-6 qualify for READ 180, an intensive 90 minute reading intervention program. In grades 1-3 the lowest students receive flexible small-group instruction on targeted Reading skills. These groups change as performance data improves. All students in Grades 2-6 take the SRI three times yearly. English Language Learners take the test at the beginning of the year as well, most scoring at Below Basic or Basic level. These students typically show the most growth as their English ability improves. A Proficiency Growth Report compares all tests taken during a specific date range, allowing teachers to track performance. Groups of students can be easily analyzed for optimal placement.

The position of a Data Coach was implemented during SY 2011-2012 in order to increase the staff's comfort level with data and enable them to look at numerical charts and graphs in an objective manner. The Data Coach uses numerous approaches to reach this goal: creating and sharing data-rich, multimedia presentations at faculty meetings and Continuous School Improvement (CSI) sessions; assisting classroom teachers in collecting, analyzing and using student achievement data to guide instruction; and maintaining a longitudinal assessment database; and monitoring benchmark assessment. Grade levels have a monthly meeting with the data coach to discuss and interpret data results. The teams work together to identify instructional strategies, structures, programs, or curriculum to address identified needs and target students for extended learning.

Use of assessment data in ongoing communications with parents keeps them informed about current academic achievement. The school website includes links to DoDEA's Consolidated Database page which publishes standardized test reports for all DoDEA schools. Parents receive performance reports from midterms and quarterly report cards, SRI reports, the Terra Nova, as well as a variety of data from websites such as IXL. In addition, DoDEA's Gradespeed, the online grade book for all teachers, can be accessed anywhere at any time by parents or students. School assessment results are also communicated

to stakeholders in a variety of settings to include faculty meetings, PTSA meetings, the Principal's Second Cup of Coffee, and the Student Advisory Council. Assessment results are also discussed during parent-teacher conferences.

3. Sharing Lessons Learned:

The teachers at SAES attend numerous district and regional conferences and trainings. These sessions allow our teachers to share successful strategies with peers within our district and region. This year, teachers have attended conferences pertaining to the Benchmark Assessment System for reading, READ 180, Continuous School Improvement, Pearson Social Studies, Math training, and the Professional Learning Team. These meetings allow collaboration with teachers within the Isles District and the European region of DoDEA. Our teachers apply these new skills and content knowledge to specifically help differentiate instruction and improve student achievement.

Our principal attends monthly SHAPE International School meetings with other international sections. He also attends district administrator meetings with other DODEA administrators. Our principal attended the Leadership Academy in California last summer, which allowed him to meet with principals from throughout DoDEA.

We have an International Educator's Day twice yearly. During this time we hold trainings and collaborate with teachers of the international schools on our campus. Teachers from all sections share their expertise. Recent presentations from our staff included topics such as "Multidisciplinary Reading Strategies" and "Utilizing Web 2.0 to Build Higher Level Thinking Skills." Our students "buddy" with other classes at the same grade level in the Canadian, German and British sections, sharing collaborative lessons on culture and technology.

SAES teachers attend workshops in the United States and Europe, which allows educators to collaborate with other schools. Our teachers also participate in online discussion forums and communicate through e-mail with schools all over the world. Teachers facilitate pen pal programs that involve not only writing letters, but also Video Teleconferencing and shared SMARTboard notebook lessons. As an example, our Big Dog Word vocabulary initiative has been a collaborative effort with a school in New York.

SAES teachers and specialists belong to national and international associations and attend conferences such as the Association of Young Children in Europe, American Association of School Psychologists and Counselors, Overseas Association of Communication Sciences, the National Science Teachers' Association (NSTA), National Council of Teachers of Mathematics (NCTM), and the International Society for Technology in Education (ISTE). Staff members have been invited to present at the National Reading Recovery Conference, the International Early Childhood Conference, the European Counselors Conference, the European Music Educators Conference, and the Association of Supervision and Curriculum. Presentations have included Science activities, counseling, formative assessments, and the Daily 5. Having a highly-trained, expert-level community of educators has led to program innovations in our school and on our installation, fundamentally influencing curriculum and data-analysis.

4. Engaging Families and Communities:

SAES involves all stakeholders in student learning and school activities. From the moment new families visit and register their children, they are welcomed with a personal tour and briefing.

This school-home partnership is strengthened through constant communication with all stakeholders through numerous formats including conferences, phone calls, emails from the administration and faculty, and a weekly "Wednesday Folder" that travels to and from home with important printed materials. Classroom teachers use daily agendas to keep students focused and parents informed. Parent Handbooks are translated into eleven languages and available in digital and paper format. Gradespeed gives parents

immediate data about their children's academic progress. The principal has a monthly "Second Cup of Coffee," giving stakeholders the ability to dialogue in an informal setting with the administration. Clear, consistent communication keeps parents engaged, aiding student success.

Homeschooled students are invited to participate in school events; some possibilities include participating in PE classes, attending field trips, determining reading level via SRI, and checking out library books. Homeschooled families are encouraged to sign up for the school's electronic distribution list to receive ongoing information on school activities.

Establishing a partnership with family and community members promotes active participation in the day-to-day operations of the school. In this way parents see the school as a community hub, not merely an international school. This fosters parent involvement at the most basic level, and student success is inextricably linked to parent involvement.

Other community strategies for promoting student success include parent training nights in math and technology, student-led conferences which bring parents into the classroom, and theme-oriented, multidisciplinary work stations occurring throughout the year. An active, international PTSA contributes school-wide financial support. Our School Advisory Council is an influential group of stakeholders that suggests school improvements to our administration. We also enjoy logistical support from the 39th Signal Battalion, the 309th Airlift Squadron, and the volunteer efforts of the many uniformed servicemen and women who comprise our unique community. Lastly, a parent-initiated Mentor Program gives community members the opportunity to interact with students in a positive, engaging learning environment.

A great strength of our international community is the experience and expertise that many parents bring with them from highly professional jobs in their home countries. We have physicists, doctors, and university professors volunteering in our school. We highly value these significant parent contributions to our classrooms and school community. Not only do our students reap the benefits of these international volunteers with specialized knowledge and expertise—they also benefit from exposure to a cross section of world cultures.

PART V - CURRICULUM AND INSTRUCTION 12DD2

1. Curriculum:

SHAPE American Elementary School (SAES) is dedicated to addressing and enhancing DoDEA curricular goals and standards. Our core curriculum is tailored to meet not only these standards but the unique learning needs of our international population.

In Reading/Language Arts, the school follows the DoDEA curriculum which aims to provide students with rich, rigorous programs that address literacy skills as well as 21st-century skills in research, technology, and media. To enhance this goal, we have adopted several new initiatives and curriculum innovations.

Programs that address literacy skills include "Big Dog Words," which is a daily school-wide vocabulary building project. Boushey & Moser's *The Daily 5/CAFE*™ is used extensively, along with Guided Reading, to foster literacy independence in our students. We participate in *Read Across America*, celebrating the love of reading in a uniquely American fashion, incorporating numerous members of our multi-national community. In addition, SAES utilizes the DoDEA English Language Proficiency Standards to ensure our ELL students have access to the full content area curriculum.

Our school's annual Math and Science Showcase exemplifies the DoDEA goal of fostering critical mathematical and scientific reasoning and problem-solving. We have invested in IXL, an online math differentiation learning application that reinforces skills from kindergarten through middle school. The Professional Learning Team (PLT) meets quarterly to help identify and organize research-based lessons that promote inquiry-based learning while integrating math and science. Teachers use resources such as: the *Five E's of Science* (Engage, Explore, Explain, Elaborate, and Evaluate), *Picture Perfect Science*, and *AIMS* to plan and enhance lessons. Students can experience seasonal stargazing and a deep-space simulation by use of the digital STAR Lab Planetarium.

In the Social Studies curriculum, we support DoDEA's goal of providing students with learning experiences which will aid in the development of knowledge, skills, values, and attitudes necessary for a culturally diverse society. Our location enables us to offer our students a wealth of historical and multicultural experiences. We take study trips to Paris, Brussels, Antwerp, and Waterloo, as well as Neolithic archeological digs, subterranean cave complexes, unique European zoos and museums, local flower and food markets, orchards and farms, and historically accurate living history villages. The school's Medieval Club allows entire families to explore local, centuries-old castles, monasteries, and churches. We participate in the Great Mail Race, connecting students from all over the world.
Our visual and performing arts curriculum supports the DoDEA goal of promoting new ways of thinking, working, communicating, reasoning, and investigating. Showcase, an annually published anthology of art and literature, features work from our students in kindergarten through high school. Music and Art clubs provide opportunities for students with varied interests to express themselves in meaningful ways.

SAES supports the DoDEA vision of students enjoying physical activity, developing physical fitness, and pursuing wellness as part of lifelong learning. Besides standards-driven PE classes, students participate in an International Field Day. Additionally, a parent-led initiative--Fresh Fruit Friday--has been introduced to augment nutritional standards in the cafeteria in a practical way. The school Nurse supports the Health curriculum standards through classroom instruction and collaboration with the SHAPE Health Care Facility.

In accordance with DoDEA's adoption of the National Education Technology Standards for Students, technology is integrated into all aspects of the curriculum at SAES. A SMART Board and document camera are in all regular and specialists' classrooms. Each grade level has access to SMART Response

systems and a wealth of online website subscriptions that support differentiation. Teachers innovate and collaborate online through Video Teleconferencing, as well as using teacher-to-teacher websites to showcase original lesson planning. We also train all of the school's volunteer parents and substitute teachers in the use of technology to enhance instruction.

2. Reading/English:

Pearson Reading Street is the adopted DoDEA Reading/Language Arts program which consists of standard based lessons along with leveled readers, ELL reading materials, technology integration, spelling, and writing. The materials and technology from this program are utilized to provide sequential lessons in word study, vocabulary skills, and key reading strategies.

In addition to the adopted curriculum, our teachers use Guided Reading groups to ensure differentiation of learning for our diverse, international student population. To promote common language and consistency of instruction, the staff has developed a standard Guided Reading lesson plan and guide. We have an extensive collection of leveled materials in a Guided Reading bookroom; the collection includes over one thousand leveled book titles.

Classroom and specialist teachers also utilize Boushey & Moser's *The Daily 5* structure for their Language Arts block. This research based management system helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence. It is used along with CAFE™: Comprehension, Accuracy, Fluency, and Expanding vocabulary. CAFE™ includes goal-setting with students in individual conferences, posting goals, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs. One-on-one conferring personalizes and fine tunes reading instruction. In addition to *The Daily 5* structure, SAES utilizes strategies such as a Buddy program in which upper grade students are paired with younger grade classrooms. Once paired together, the upper and lower grade students read aloud, share stories, quiz one another on school wide vocabulary initiatives, or participate in multidisciplinary literacy activities.

We have a school-wide vocabulary initiative called "Big Dog Words." This initiative is based on research in Dr. Isabel Beck's *Bringing Words to Life* (The Guilford Press, 2002). We have powerful (Tier 2) words on display in the hallways and classrooms for all students to see. Teachers use the words in lessons and highlight student usage. These weekly changing words and vocabulary tips are also included in the parent newsletter.

Special Education teachers, ELL teachers, and Para-educators work in all classrooms to support and enrich English acquisition regardless of level. READ 180 is a program used for below grade-level Reading students in grades 4-6. Student reading logs completed by teachers and parents help to chart accomplishments, while the use of websites such as Raz-Kids and Reading A-Z reinforce best practices for students of all levels, including ELL students still progressing in English acquisition.

3. Mathematics:

SHAPE American Elementary School teachers engage in a variety of strategies in order to provide students with differentiated, engaging Math instruction. In order to meet the developmental needs of all students, DoDEA has adopted three different math programs. Students in pre-K through second grade build thinking skills and problem solving through interactive games, parental involvement, and the use of manipulatives using McGraw-Hill's *Everyday Math*. Pearson's *enVision Math* series encourages students in grades three through five to use problem solving, conceptual development, and basic skills through a spiraling thematic online component. Our sixth grade students utilize McGraw-Hill's *Math Connects*; providing them a balanced approach of conceptual understanding, skills practice, and problem-solving

application to prepare them for middle school. These programs allow educators to target instruction, meeting individual needs.

Within SAES, students at all levels are provided opportunities for success. Special Education teachers and Para-educators, ELL teachers, and three School Support Specialists work in the classrooms in a pull out / push in format to support Math fluency. There are alternate services both in the Resource Room and in the General Education classroom to help students with special needs. Para-educators assist students who have processing impairments in the comprehension and completion of work. The after-school Homework Club provides special instruction and help for students in all grades.

SAES has a site license for the IXL online program which allows students to practice specific skills in school and at home, also allowing for interactive homework. Xtramath.org is a supplemental program used in the upper primary grades to specifically target students who need additional reinforcement of math facts. Accelerated Math classes are provided for advanced students, advanced sixth graders may be placed in the Middle School 7th Grade Pre-Algebra class. A team of students participates in the Math Olympiad's worldwide program, emphasizing problem solving strategies. The SAES team received the "Highest Team" award the last two years; an honor given to the top 10% of teams in the competition. Continuous assessment allows advanced students to progress beyond grade level.

Many special activities provide students with opportunities to engage in real world and interdisciplinary Math. These include a 100th Day Festival in the primary grades, 5th Grade Math Nights for parents, Math and Science Showcase, Math in student-led conferences, as well as daily calendar activities in all grades.

4. Additional Curriculum Area:

The mission of SAES is "To provide an exemplary education that inspires and prepares all students for success in a dynamic global environment." SAES has successfully integrated best practices in Science in order to enhance Science, Technology, Engineering, and Mathematics (STEM) skills needed for students to become successful 21st Century learners. SAES uses the Performance Assessment Links in Science (PALS), a hands-on inquiry-based assessment tool, to identify student performance levels. This assessment process measures student needs while also supporting CSI science and reading goals. The school purchased science materials and sets of classroom scientific concept books, organized Science resources in one centralized location, and developed units based on the 5 E Science Instructional model. Grade-level representatives attended a professional development workshop on the Five E Model of Science instruction then worked with team members to integrate the 5E model into the adopted DoDEA standards.

At SAES, differentiation of instruction improves educational effectiveness by meeting the needs of the diverse student population. Modifying the Science lessons as needed creates more accessible learning environments to support our Special Education, Gifted Education, and ELL population. Teachers routinely adjust levels of science instruction through use of ongoing formative assessment data.

Teachers use the constructivist learning approach to help students build their own understanding from prior experiences. Third graders investigate life cycles by following the progress of chicks hatching in their classroom. This activity complements reading, math, and language work. Picture Perfect Inquiry lessons are used to enhance student learning. Hands-on opportunities abound, with experiments and inquiry-based learning contributing to an exciting, well-rounded science experience. Student-created Science journals become an effective classroom tool to record and assess students' understanding of the scientific process and concept skills.

SAES also features an after-school Science enrichment club, a Science-based summer enrichment program, and a school garden. Each school year culminates with a school wide Science and Math Showcase displaying student projects which demonstrate the scientific method. Technology is integrated into the Science curriculum through the Worldwide Daffodil and Tulip Project, the use of Vernier probes,

Discovery Education, and Brain Pop. A weekly training session in these and many other programs and projects is offered by the Educational Technologist in the Media Center to ensure comfort with and understanding of science technology and software. Teachers across grade levels are trained to use the STAR Lab, a portable, digital planetarium. Over eight-hundred students from five different nation schools visited the STAR Lab.

5. Instructional Methods:

Our population includes all the facets of a traditional American public school, from Special Needs to Gifted Education, but we also have the additional responsibility of educating children from NATO member nations. These students come to us at all ability levels academically and socially, with diverse cultural experiences.

Our differentiated instruction is data driven, following the established DODEA curriculum. We assess students throughout the school year and use this information to guide instruction, ensuring parallels with DODEA curriculum standards. Classroom teachers utilize a variety of research-based methodologies and instructional models to differentiate within the classroom. Some of these programs include Guided Reading, *Daily 5/CAFE*™, Project Based Learning, and learning centers. Teachers modify work and provide opportunities for enrichment or remediation through reading book bags, math games, word rings, manipulatives, and interactive websites and programs.

Specialists collaborate with classroom teachers whenever possible. Individualized Educational Plans and Accommodations (504 Plans) give teachers specific goals to use for Special Needs students, while similar Educational Plans for Gifted Ed students help with targeted learning goals. We use School Support Staff for compensatory education as well as enrichment. Flexible grouping ensures that the specific needs of the children at each grade level are met, and groups are adjusted to target different curricular areas. Each grade level has access to extensive ELL services. Students receive remediation and enrichment via inclusion and pull out programs. English Language Learners are grouped by ability level in small group settings for intensive, immersive English instruction. ELL teachers attend grade level meetings to provide support for classroom teachers and augment curriculum needs. Finally, technology is heavily utilized as a resource for differentiation. We have access to numerous online websites and computer programs for Reading/Language Arts such as RAZ Kids, Starfall, More Starfall and Reading Counts; for Math we utilize IXL and Xtra Math; for Science, Brain Pop and Discovery Education; and Enchanted Learning for Social Studies. Additional programs that support children on a targeted level, such as Kurzweil text to speech, Kidspiration, Inspiration, and the Tech4Learning suite are used throughout the curriculum. We use SMART Response systems as an alternative way to gather data, identifying areas where students need extra support.

6. Professional Development:

Through our Continuous School Improvement (CSI) process, we have identified areas for professional development to increase student achievement and improve curriculum and instruction. During the school year, the district office provides administrative leave days, allowing teachers to attend training. Training sessions are also held during the monthly Staff and CSI meetings. Our professional development topics stem from our Continuous School Improvement Plan, teacher self-assessments, curriculum adoptions, and assessment of student achievement. Just as our students require differentiation to best meet their needs, our professional development is geared to reach all levels of teacher background and experience.

The *Teachers Training Teachers* model is particularly effective at our school. This model utilizes in-house experts for training on professional development days as well as during CSI/Staff meetings. Instructional Specialists from the district office provide staff development throughout the school year; for example, our teachers received training in the new Math and Social Studies curriculum adoption and the Fountas and Pinnell Benchmark Assessment System (BAS). Despite this being the first year of implementation of the BAS, we have seen remarkable possibilities for insight into student learning and

analyzing reading processes. We continue to receive support and training from the district on Pearson's Reading Street, the newly adopted DoDEA reading program. The district's support has been vital in the success of these implementations, but local staff experts are the most critical component of maintaining the high level of expertise in our new programs.

As part of the CSI process, the staff has been trained on how to collect and analyze data from formative and summative assessments to guide instruction and how to make instructional decisions based on the data collected from multiple assessments. "Brown Bag" technology training is held every Thursday during the lunch hour to collaborate on Technology-based instruction. A *Daily 5/CAFE*™ class for graduate credit continues to be offered in house. Teachers have the opportunity to take online courses on Differentiated Instruction, CALLA Strategies for ELL students, and Technology Creativity courses. Professional development days have included training on Pearson's SuccessNet, Vernier Science Probes, Kidspiration, Inspiration, Aspen, Gradespeed, enVision Math, Big Dog Words, Reading Counts, Scholastic Reading Inventory, Writer's Workshop, Guided Reading, Teaching for Comprehension and Fluency and Science Journals. Teachers participate in cross-cultural workshops with international teachers from other school sections; this collaboration enables us to broaden our view and sharpen skills needed to teach in a global society.

7. School Leadership:

Currently, the school is evolving into a collegial school culture model. The paradigm shift of moving from conventional to collegial is a direct outcome of the leadership style of our new principal. He created an environment that is less hierarchical, providing teachers with the power to influence what happens educationally, day to day. Planning and instruction is focused exclusively on what is best for students. There is an open door policy in place and children are seen as the top priority.

This year the leadership supported the implementation of a Professional Learning Team (PLT). The PLT serves as a collegial study group that focuses on improving school-wide teaching strategies and learning initiatives through reflective conversations among educators. This creates a forum for making informed instructional decisions that are embedded in research-based strategies.

The principal has established meeting and training norms to ensure that everyone feels comfortable expressing opinions in group settings. Meaningful dialogue about data-driven curriculum decisions is more likely to occur in a trusting environment.

To build a more collegial environment, the principal ensures grade levels have the same planning time each day, encouraging collaboration. Grade levels use this time to share teaching and learning strategies based on the curriculum standards. The principal's strong communication and interpersonal skills connect with all stakeholders. He places trust in the teachers' professional knowledge and skills to make decisions in the best interest of students, improving the integrity of the relationships between all stakeholders. He encourages parents to become involved in the school through the PTSA, SAC, and Second Cup of Coffee.

Teachers have a meaningful voice in school decisions. The educational and budgetary decision-making processes involve teachers at all levels. Accountability of teachers and administrators is guaranteed when input on decision making is possible in a meaningful and collegial matter. The teachers and administrators share common values, goals, and a sense of trust built on a foundation of congeniality. The staff participates in strategic planning; molding a shared vision while creating a sense of belonging. Treating the staff as professional partners and key stakeholders enhances mutual respect.

The principal's key to success and effective programming is the application of transformational leadership strategies. He actively encourages the staff to take a dynamic role in the development of programs and services at a school that has, in a very short time, refocused an accomplished and dedicated group of individual teachers into a dynamic organization. The change has been profound.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	79	66	63	81	80
% Above Standard	44	36	31	48	40
Number of students tested	62	61	65	67	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	24	22	33	26	20
Percent of students alternatively assessed	28	27	34	28	22
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	65	63	42		
% Above Standard	18	25	5		
Number of students tested	17	16	19		
2. African American Students					
% Overall Proficiency	54	20		73	50
% Above Standard	31	0		27	14
Number of students tested	13	10	8	11	14
3. Hispanic or Latino Students					
% Overall Proficiency	60				
% Above Standard	20				
Number of students tested	10	6	5	4	5
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	5	4	5		
5. English Language Learner Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	4	6	5		
6. White					
% Overall Proficiency	87	74	76	81	87
% Above Standard	56	50	42	50	51
Number of students tested	39	38	45	48	45

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	76	64	71	75	64
% Above Standard	45	31	42	51	31
Number of students tested	62	61	65	67	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	24	22	33	26	20
Percent of students alternatively assessed	28	27	34	28	22
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	53	69	53		
% Above Standard	24	50	21		
Number of students tested	17	16	19		
2. African American Students					
% Overall Proficiency	62	20		64	36
% Above Standard	15	10		27	7
Number of students tested	13	10	8	11	14
3. Hispanic or Latino Students					
% Overall Proficiency	60				
% Above Standard	30				
Number of students tested	10	6	5	4	5
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	5	4	5		
5. English Language Learner Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	4	6	5		
6. White					
% Overall Proficiency	85	71	80	77	73
% Above Standard	64	37	49	52	40
Number of students tested	39	38	45	48	45

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	82	67	69	78	83
% Above Standard	52	42	33	51	51
Number of students tested	60	67	67	63	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	26	26	20	21	19
Percent of students alternatively assessed	30	28	23	25	23
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	86	53	53		
% Above Standard	50	26	47		
Number of students tested	14	19	15		
2. African American Students					
% Overall Proficiency					67
% Above Standard					8
Number of students tested	6	6	8	4	12
3. Hispanic or Latino Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	7	5	8	4	3
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	6	5	9		
5. English Language Learner Students					
% Overall Proficiency		40			
% Above Standard		20			
Number of students tested	7	10	4		
6. White					
% Overall Proficiency	86	78	70	81	86
% Above Standard	61	51	32	54	61
Number of students tested	43	49	44	48	44

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall School Proficiency	68	73	72	76	81
% Above Standard	35	31	34	40	51
Number of students tested	60	67	67	62	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	26	26	20	21	19
Percent of students alternatively assessed	30	25	23	25	23
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall School Proficiency	57	58	53		
% Above Standard	21	0	33		
Number of students tested	14	19	15		
2. African American Students					
% Overall School Proficiency					50
% Above Standard					42
Number of students tested	6	6	8	4	12
3. Hispanic or Latino Students					
% Overall School Proficiency					
% Above Standard					
Number of students tested	7	5	8	4	3
4. Special Education Students					
% Overall School Proficiency					
% Above Standard					
Number of students tested	6	5	9		
5. English Language Learner Students					
% Overall School Proficiency		50			
% Above Standard		20			
Number of students tested	7	10	4		
6. White					
% Overall School Proficiency	74	80	73	77	89
% Above Standard	40	39	34	48	55
Number of students tested	43	49	44	48	44

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	78	71	76	71	76
% Above Standard	64	52	43	41	42
Number of students tested	72	66	74	59	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	24	14	12	12	20
Percent of students alternatively assessed	25	18	14	17	20
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	62	71	69		
% Above Standard	48	43	15		
Number of students tested	21	14	13		
2. African American Students					
% Overall Proficiency					36
% Above Standard					0
Number of students tested	7	9	6	8	11
3. Hispanic or Latino Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	5	6	5	4	8
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	4	8	7		
5. English Language Learner Students					
% Overall Proficiency	71	60	73		
% Above Standard	50	60	36		
Number of students tested	14	10	11		
6. White					
% Overall Proficiency	86	74	85	77	80
% Above Standard	75	57	53	45	48
Number of students tested	51	46	55	47	65

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	82	70	66	71	71
% Above Standard	45	29	41	49	29
Number of students tested	71	66	74	59	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	24	14	12	12	20
Percent of students alternatively assessed	25	18	14	17	20
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	71	71	54		
% Above Standard	33	29	15		
Number of students tested	21	14	13		
2. African American Students					
% Overall Proficiency					55
% Above Standard					0
Number of students tested	7	9	6	8	11
3. Hispanic or Latino Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	5	6	5	4	8
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	4	8	7		
5. English Language Learner Students					
% Overall Proficiency	71	50	36		
% Above Standard	50	20	18		
Number of students tested	14	10	11		
6. White					
% Overall Proficiency	88	74	69	85	72
% Above Standard	48	33	47	53	31
Number of students tested	50	46	55	47	65

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	77	66	71	80	80
% Above Standard	53	36	43	38	54
Number of students tested	70	77	70	85	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	22	25	19	17	19
Percent of students alternatively assessed	24	26	21	17	25
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	70	60			
% Above Standard	50	13			
Number of students tested	10	15	2		
2. African American Students					
% Overall Proficiency			20	60	
% Above Standard			0	10	
Number of students tested	9	5	10	10	7
3. Hispanic or Latino Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	8	5	4	5	4
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	9	7	2		
5. English Language Learner Students					
% Overall Proficiency		67	60		
% Above Standard		42	40		
Number of students tested	7	12	10		
6. White					
% Overall Proficiency	82	71	78	81	90
% Above Standard	58	41	51	44	57
Number of students tested	55	59	45	69	49

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Terra Nova

Edition/Publication Year: Third Edition/Second Ed. Publisher: CTB/McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Overall Proficiency	80	86	89	78	80
% Above Standard	56	57	61	37	43
Number of students tested	70	77	70	85	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	22	25	19	17	19
Percent of students alternatively assessed	24	25	21	17	25
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	80	87			
% Above Standard	40	47			
Number of students tested	10	175	2		
2. African American Students					
% Overall Proficiency			80	50	
% Above Standard			40	10	
Number of students tested	9	5	10	10	7
3. Hispanic or Latino Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	8	5	4	5	4
4. Special Education Students					
% Overall Proficiency					
% Above Standard					
Number of students tested	9	7	2		
5. English Language Learner Students					
% Overall Proficiency		92	80		
% Above Standard		58	40		
Number of students tested	7	12	10		
6. White					
% Overall Proficiency	82	90	91	81	82
% Above Standard	56	59	67	41	51
Number of students tested	55	59	45	69	49

NOTES:

DoDEA used the Terra Nova 3 starting in SY 2008-09. Terra Nova 2 results from prior years to SY 08-09 cannot be compared to the Terra Nova 3 results. Overall Proficiency is the % of students in the top 2 quartiles. Above Standard is the % of students in the top quartile. Data missing from SY2007-2008 and SY2006-2007 was not available.

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Overall Proficiency	78	67	69	77	79
% Above Standard	53	41	37	44	46
Number of students tested	264	271	276	274	271
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	96	87	84	76	78
Percent of students alternatively assessed	26	24	23	21	22
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	69	61	52		
% Above Standard	40	26	20		
Number of students tested	62	64	49	0	0
2. African American Students					
% Overall Proficiency	51	40	34	57	47
% Above Standard	17	16	9	15	11
Number of students tested	35	30	32	33	44
3. Hispanic or Latino Students					
% Overall Proficiency	63	27	41	52	75
% Above Standard	23	4	13	23	45
Number of students tested	30	22	22	17	20
4. Special Education Students					
% Overall Proficiency	37	20	21		
% Above Standard	16	12	8		
Number of students tested	24	24	23	0	0
5. English Language Learner Students					
% Overall Proficiency	74	55	63		
% Above Standard	56	37	39		
Number of students tested	32	38	30	0	0
6.					
% Overall Proficiency	85	74	77	80	85
% Above Standard	62	49	45	47	53
Number of students tested	188	192	189	212	203
NOTES:					

12DD2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
% Overall Proficiency	76	73	74	75	73
% Above Standard	45	37	44	43	37
Number of students tested	263	271	276	273	271
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	96	87	84	76	78
Percent of students alternatively assessed	26	23	23	21	22
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Overall Proficiency	64	82	55		
% Above Standard	28	42	24		
Number of students tested	62	224	49	0	0
2. African American Students					
% Overall Proficiency	48	50	65	54	50
% Above Standard	22	23	34	21	13
Number of students tested	35	30	32	33	44
3. Hispanic or Latino Students					
% Overall Proficiency	69	59	45	76	65
% Above Standard	31	9	22	41	40
Number of students tested	30	22	22	17	20
4. Special Education Students					
% Overall Proficiency	33	29	26		
% Above Standard	8	12	12		
Number of students tested	24	24	23	0	0
5. English Language Learner Students					
% Overall Proficiency	65	63	56		
% Above Standard	43	31	26		
Number of students tested	32	38	30	0	0
6.					
% Overall Proficiency	82	79	77	80	78
% Above Standard	51	43	49	47	43
Number of students tested	187	192	189	212	203
NOTES:					

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